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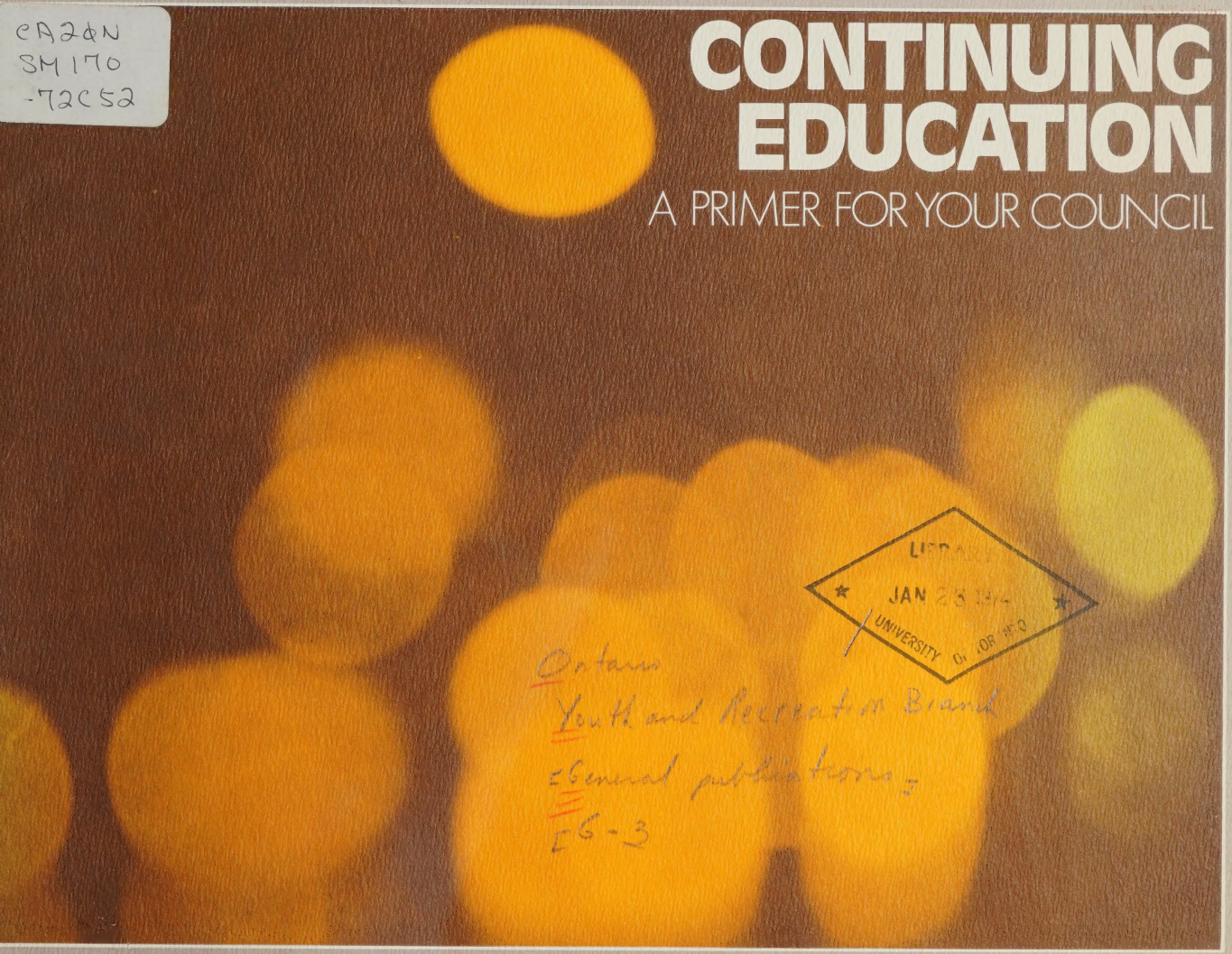
CONTINUING EDUCATION

A PRIMER FOR YOUR COUNCIL



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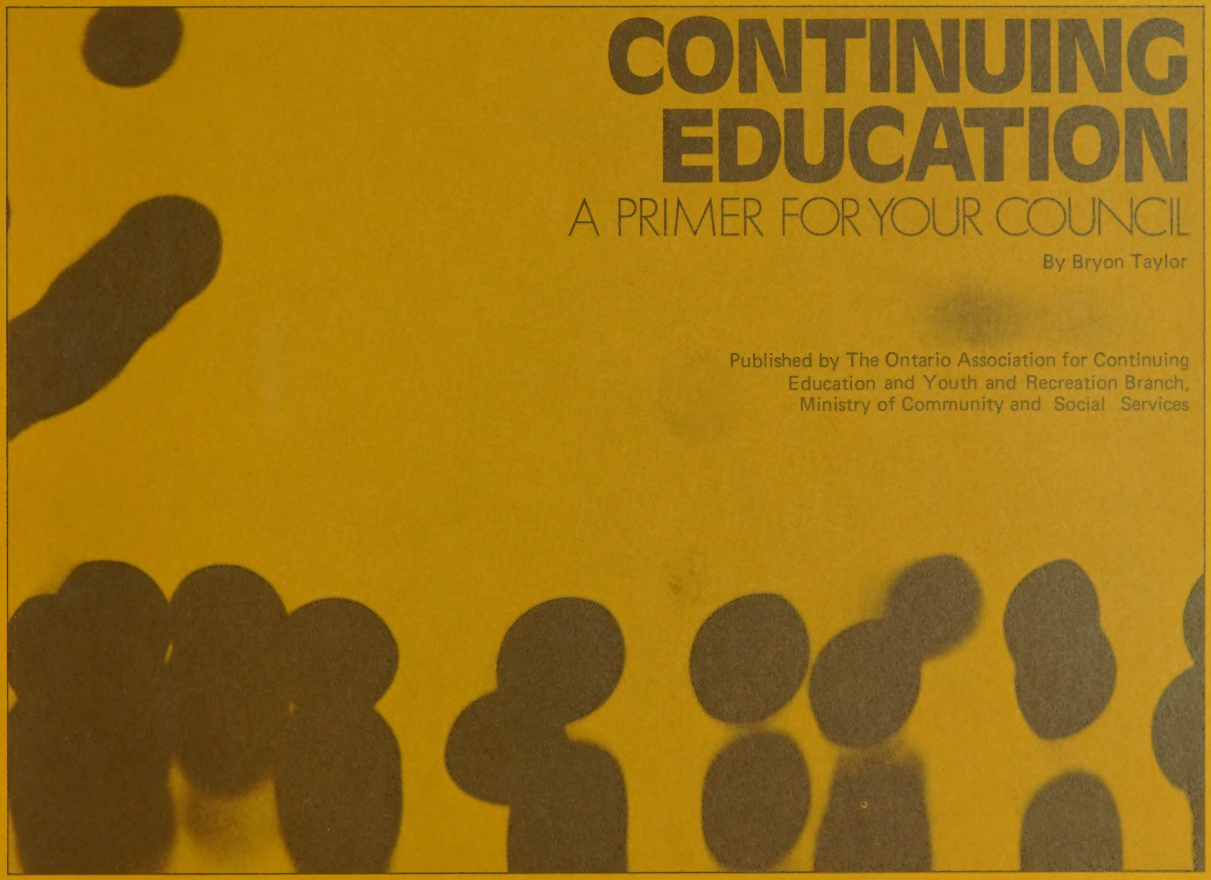
CONTINUING EDUCATION

A PRIMER FOR YOUR COUNCIL

By Bryon Taylor

Published by The Ontario Association for Continuing Education and Youth and Recreation Branch, Ministry of Community and Social Services



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Branch, Ministry of Community and Social Services

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Thank you sincerely

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Foreword

Change is our lot. This is nothing new. Change has always been man's lot. What is new is the accelerated rate of change. Margaret Mead, the noted American anthropologist, has succinctly captured this trend in her statement: "No man will work in the world into which he was born, and no man will die in the world in which he worked at his maturity."

One of the major problems facing us today is the difficulty of re-designing our social institutions so that they are more in keeping with the new realities. As Rattray Taylor so aptly has stated: "Tradition is an alps sitting upon us."

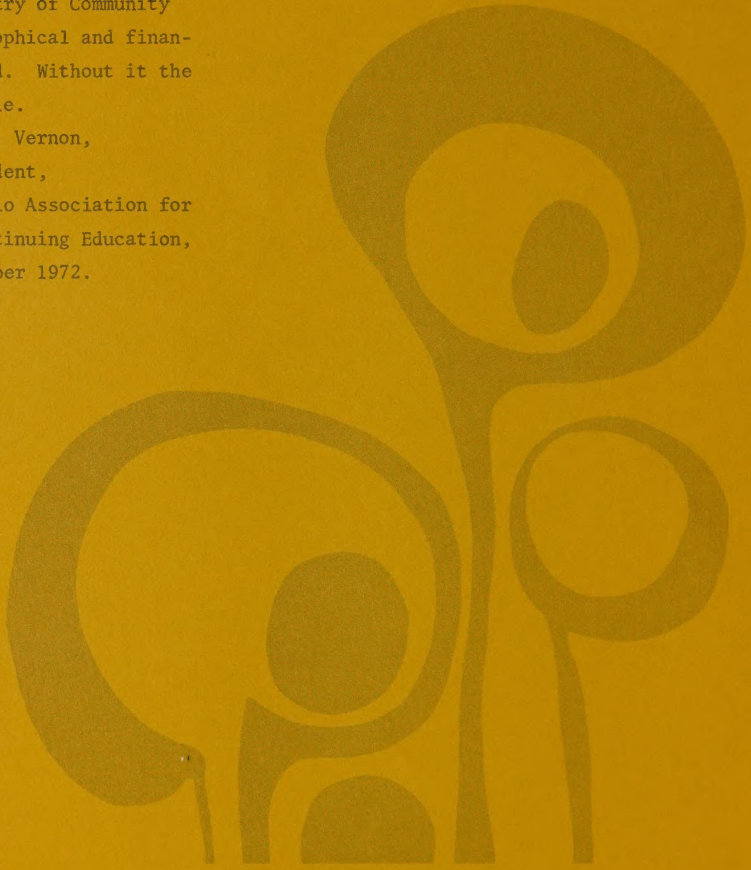
It is now quite apparent that, in the age of mass media, instant communication, high mobility and improved educational levels, the old authoritarian bureaucratic structures are no longer adequate. They were developed on the assumption that the truth was known, that the purpose of the structure was to enable this truth to be passed down unchanged to the people in the pew, the private in the trench, or the worker in the field. Indeed, not only are they no longer adequate, they have become a real detriment to the development of a better society for a much wider range of people than heretofore. There now seems to be both a need and a deep desire on the part of ordinary individuals to in some way become involved in the decision-making that affects their lives.

It is perhaps appropriate, then, that a study of the development and current roles of local adult and continuing education councils should have been undertaken at this time. The need for all people to understand that most of man's problems can be ameliorated by new behaviour which can be learned is our new imperative. Democracy may be, as some suggest, inevitable but this inevitability should not prevent those of us who are deeply committed to the new concept of growth and development throughout the life span from giving it a little help. It seems to me that local councils of adult/continuing education are in the forefront of this movement. Their members have both an opportunity and a responsibility to show how life-long learning is the foundation stone upon which true democracy can be built.

This project was a joint effort of OACE and the

Youth and Recreation Branch, Ministry of Community and Social Services. Their philosophical and financial support is greatly appreciated. Without it the project would not have been possible.

Dr. F. Vernon,
President,
Ontario Association for
Continuing Education,
November 1972.



Introduction

This booklet is intended to help people who are concerned about continuing education and wish to do something about this concern in concert with others in their community. Currently there are a number of groups in Ontario known as Continuing Education Councils (or a similar title).

The members of these councils, as well as outsiders, have very different views on what an ideal council *should* be doing. Hopefully, this booklet will sort some of this out, as well as assist new councils to begin.

Besides trying to help councils focusing exclusively on continuing education I hope the discussion will be useful to those who deal with continuing education along with other areas of interest in their group (i.e., recreation, social action).

The key section of the booklet is the decision making sequence. All the other information is intended to supplement information and ideas you already have around each step. The steps are simple and the decision making sequence is elementary. After reading the background material at the front of the booklet you might focus on each decision, look at the resources in the booklet (if appropriate) and consider any other resources you might have to assist your decision making. With this background information, hopefully your group will be more fully prepared to make high quality decisions.

Historical Perspective

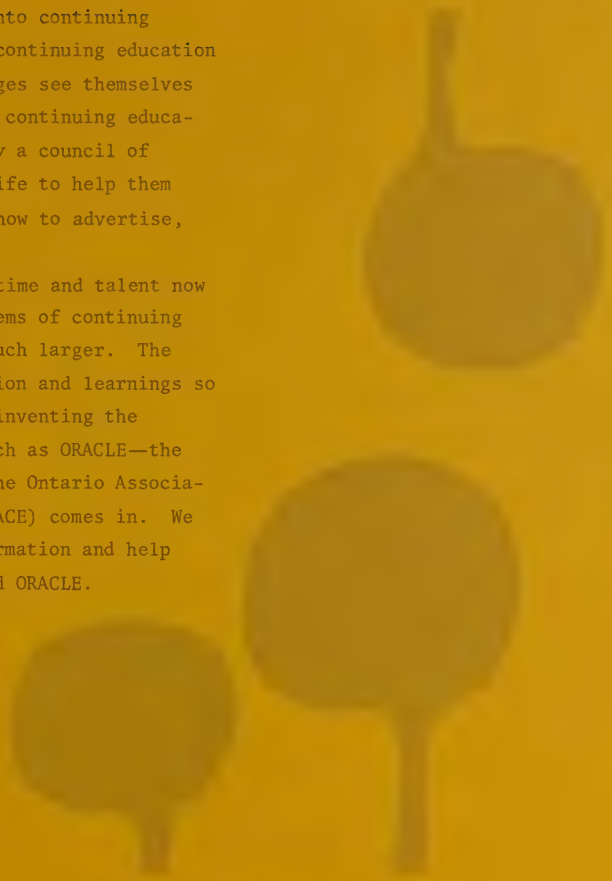
The first council in Ontario intended to work on continuing education concerns was organized in London in 1944 by Dr. Richard E. Crouch, then Chief Librarian for the City of London. He hoped that a council could work to coordinate agency activity and over the years the London Council has worked not only to that end but in a number of areas for the citizens of London. A partial list of their achievements includes a film society, writer's club, handicraft centre, "Town Meetings" to discuss civic affairs, programs for new Canadians, and information London. Not the least of their contributions has been the willingness of the Council to send representatives to assist people trying to get councils underway in their communities. (See appendix for further examples of London's activities.)

Until 1965 London was alone amongst local councils, but in 1965 Windsor started a second council. This council adopted a different format, although the Public Library was again the prime mover. Whereas London included a broad range of people and organizations in its membership (all the way from large operators such as the School Board and University, through smaller programmers such as the London Council for Women to individuals expressing an interest in adult learning but not representing any organization). Windsor concentrated more on the big program operators (YMCA-YWCA, Community College) although not to the complete exclusion of smaller programs such as the U.A.W. Windsor's program has concerned itself more exclusively with the problems professional adult educators face in their work (advertisement, marketing, costing) than has London.

After 1965 councils proliferated at a much faster rate. Between then and now councils have started in Hamilton, Oshawa, Burlington, Niagara, Ottawa, Oxford County, Kingston, Bruce-Grey Counties, Almonte, Lakehead, Sudbury, Timmins, Gananoque, Hastings, Norfolk and Wellington counties. And these are only the councils whose "primary" purpose is continuing education—not all the councils that have a concern for continuing education. For example, there is an ever-growing number of community school councils who are anxious to put their school building to constructive use.

This can very easily lead them into continuing education considerations. Some continuing education directors at the community colleges see themselves as having the responsibility for continuing education in their district and employ a council of citizens from various walks of life to help them decide on what programs to run, how to advertise, what instructors to employ, etc.

Obviously the reservoir of time and talent now engaged in considering the problems of continuing education is large and growing much larger. The dilemma is how to share information and learnings so that we are not wasting time re-inventing the wheel. Here is where a paper such as ORACLE—the (almost) monthly newsletter of the Ontario Association for Continuing Education (OACE) comes in. We must learn to give and take information and help through such channels as OACE and ORACLE.



A Point of View

The framework of this handbook is based on a definite view of how to have a successful council. Specifically: *Each council should endeavour to meet the needs of its members and not the needs of others.* Let me expand on this:

Councils seem to me basically to be pointed in one of three distinct directions.

1. A group of professionals or major program operators who are concerned with promoting their employers' programs, avoiding ruinous competition, anxious to keep abreast of developments in the profession and fulfil the objectives of their home organization.
2. A group of community people concerned with education for recreation or jobs who are participating in a committee that may concern itself with many programs other than adult education programs (e.g., a community school committee).
3. A local group composed of a broad spectrum of people such as housewives, service club members, educators, etc., all concerned with continuing education and wanting to promote educational activities, encourage agencies to deliver new services, or improve existing ones, and generally oversee adult education programs in their community.

   Although this group may include people working directly in the adult education field, interested citizens or both, the key is that professionals do not see themselves as representing their employers but rather serve as concerned individuals.

We can only hope that people who do wish to consider continuing education problems in their community have personal needs that demand that they do things that will be helpful for their neighbours or constituents.

People will really get excited about and active in what they truly want to do. So as a council it is important to key in on the needs of your members and we all hope, but should not expect, this will have positive effects on others.

	Membership	Reason for Membership	Activities
Group Type I	Professionals: directors of continuing education, departments of CAAT's, Universities, School Boards, Libraries, etc.	To promote their own organizations' programs, cooperate with competition	Coordination of programming, professional development information sharing
Group Type II	Broad range of citizens	To improve life in their community (at some level of Maslow's hierarchy)	Rate payers group, socialization, opening community schools, planning recreational activities, fostering informal education
Group Type III	Broad range of citizens	Concern for continuing education in their community	Surveying existing community needs and programs. Challenging institutions to supply needed programs. Serving as a countervailing community force.

FIND OUT WHAT YOUR MEMBERS WANT
FOR THEMSELVES
AND
DO IT

Currently there are a number of councils underway concerned with some or all of the aspects mentioned previously.

What's Happening?

Design for Decision Making

The following is a series of alternate steps for developing a council in your community.

ORGANIZATION FOR A COUNCIL

DECISION I

AM I INTERESTED IN HAVING SOME TYPE OF EFFECTIVE GROUP CONCERNED WITH CONTINUING EDUCATION IN THIS COMMUNITY?

DECISION II

DO I KNOW WHAT I WANT THIS COUNCIL TO DO AND WHO SHOULD BE MEMBERS?

if yes:

Select people who are interested in roughly the same thing. Don't let your goals be clouded by accepting people just to build up a membership.

if no:

Invite people who seem compatible to your broad idea of what the council might do and find out their expectations. *(Resources I)*

DECISION III

WHAT SHALL OUR PRIORITIES BE?

Every group will have members with different ideas on what the group should do first. Take the time to review possible programs and directions, making a list of priorities to be reviewed conscientiously every six months or when a considerable part of the membership feels the need. You might use Group Formation Tool I. *(Resources II)—(GFT I)*

DECISION IV

HOW SHALL WE GET THE JOB DONE?

Now is the time to choose an organizational format that will best meet the particular objectives of your organization. This structure should also be reviewed every six months and changed if necessary. Above all, don't marry yourself to one organizational style that served as an appropriate vehicle for your original objectives but is not adequate to meet your new goals. *Resources III*

DECISION V

WHAT ARE OUR RESOURCE NEEDS AND HOW DO WE MEET THEM?

Simultaneously with Decision IV, it is important to assess your resources and determine if you need funds, specialized manpower, space, etc.

You may articulate policy around membership, finance, a constitution, decision making style and work out how to get your projects rolling. *Resources IV Resources V*

RESOURCES I

REASONS FOR COUNCILS

Although the use of a council format may or may not be your idea of how to work for Adult Education in your community, you may recognize some of the problems people around Ontario have tried to solve through the use of councils. If after checking off the first column, there are no corresponding checks in the second column, then you might assess the thrust of your current activities and determine why you have decided not to work on any or all of the problems.

You may also use this as an evaluation tool to see if your list of community problems decrease over a period of time or to see if your council is still dealing with all the areas it was originally set up to deal with.

Problem is Here	We are meeting it	
		1/CO-ORDINATING CONTINUING EDUCATION
☐	☐	a. Looking at gaps in the program offerings in the community.
☐	☐	b. Avoiding successfully a duplication of programs.
☐	☐	c. Being a sounding board for new community education ideas.
☐	☐	d. Initiating radically new adult programs or high risk programs; then setting the program on its own or handing it over.
		2/QUALITY OF CONTINUING EDUCATION
☐	☐	a. Responding to government policies in the area of Adult Education.
☐	☐	b. Jointly determining community Adult Educational needs.
☐	☐	c. Developing the cultural side of Adult Education.
☐	☐	d. Promoting and fostering Adult Education amongst all citizens.
☐	☐	e. Being a community action group to provide a base for community organization and development.
☐	☐	f. Serving as a community conscience regarding quality of life.
		3/PERSONAL FUNCTION
☐	☐	a. Providing an opportunity to meet and get to know others who may be interested in Adult Education or may be competitors.
☐	☐	b. Allowing individuals to fulfil their personal needs and ambitions.
☐	☐	c. Forming a group of high quality consultants in the area of Adult Education.

WHOM SHOULD WE INCLUDE IN THE COUNCIL?

The following is a list of organizations that are members of councils - some of which you may want to include in your own group.

1. Universities
2. Colleges of Applied Arts and Technology
3. Prisons
4. Chamber of Commerce
5. Department of Recreation
6. Boards of Education
7. Social Action Groups
8. Canada Manpower
9. Addiction Research
10. YMCA's
11. YWCA's
12. Youth and Recreation Branch, Ontario Ministry of Community and Social Services
13. Hospitals
14. Industrial Concerns (i.e. Dupont)
15. CNIB
16. Public Libraries
17. Social and Family Services
18. Union Representatives and District Labour Councils
19. Professional Associations - e.g., Ontario Recreation Society
20. United Community Services, Red Feather, etc.
21. Service Clubs
22. Home and School Councils
23. Department of Secretary of State (Citizenship Branch)
24. Council of Women
25. Consumer Association of Canada
26. Registered Nurses' Association
27. Public Health Units
28. Commercial Enterprises (marketing limited adult education courses)

KINGSTON AND DISTRICT COUNCIL FOR CONTINUING EDUCATION

PURPOSE/WHAT IS THE COUNCIL?

The Kingston and District Council for Continuing Education is a voluntary, local organization concerned about and speaking for people involved in adult and continuing education. We are a group of people who share a belief in a learning

society and in promoting and improving citizens' equal opportunities to learn. We believe that equal opportunity to learn throughout life is essential for a democratic society.

OBJECTIVE/WHAT DOES IT HOPE TO ACCOMPLISH?

The council provides a forum for citizens and agencies interested and involved in continuing education. We insist on the right of citizens to inquire into public issues. Some of our specific objectives are as follows:

..to encourage the establishment of interrelated continuing education objectives among our formal educational institutions, and thereby to stimulate an integrated approach to learning opportunities

..to provide encouragement and support for individuals and organizations in initiating and accomplishing continuing education projects

..to espouse the cause of the continuing learner at local levels of influence

..to facilitate community awareness of the need for continuing education opportunities

MEANS/HOW DOES THE COUNCIL OPERATE?

..by providing and encouraging professional development opportunities for people involved in adult education

..by acting corporately and individually as a continuing education counsellor as the occasion may demand

..by carrying out a shared program of publicity and public relations

..by maintaining liaison with the Ontario Association for Continuing Education, the Canadian Association for Adult Education, and with other councils for continuing education in the Kingston area

..by speaking on behalf of the adult learner wherever necessary

HOW CAN YOU PARTICIPATE?

Anyone is invited to take part in activities of the council. You can belong simply by attending functions of the council, notably the monthly meetings which are usually held on the second Thursday of every month.

If you wish to have your name added to the mailing list, complete and return the form on the reverse of this brochure.

IS THERE A MEMBERSHIP FEE?

No. The council is not a membership organization. Any programs which the council undertakes are budgeted on a self-sustaining basis. If our projects are large, we seek outside financing. The cost of mailing notices, etc., is usually borne by the formal educational institutions.

HOW IS THE COUNCIL MANAGED?

Approximately once per year the council elects a president and a secretary. These are the only officers in the traditional sense. There is no constitution and there are no regulations. Suggestions are explored and, where feasible, implemented. We believe that this is the way in which programs relevant to the interests of the community are developed. Leadership in specific projects is available to anyone who wishes to exercise this responsibility; various administrative chores are performed by anyone who volunteers.
Should the time come when the council no longer meets a need in the community, it will cease to exist.

WHAT HAS THE COUNCIL DONE?

..sponsored "Process" in north Kingston, Pittsburgh Township and North Frontenac; "Process" was a $17,000 local initiatives project during the winter of 1971-72. The project is being continued under an Opportunities for Youth grant during the summer of 1972.

..the council presented a brief to The Commission on Post-Secondary Education in Ontario.

..the council has annually coordinated the production of a newspaper supplement on continuing education opportunities.

..in December of 1970, the council organized a workshop for community workers entitled "Encounter".

..the council has organized professional development opportunities primarily for full-time adult educators and community workers.

..perhaps most importantly, the council has on occasion spoken to our formal educational institutions on behalf of the adult learner

To have your name added to the mailing list, or to bring programs to the attention of the council, simply complete and mail this form to:

The Kingston and District Council on Continuing Education,

Name: Mr./Mrs._____

Address: _____

_____

Telephone: Office (if applicable)_____Home_____

Here are some kinds of activities the Council should consider:

_____

_____

RESOURCES II

DECLARING EXPECTATIONS

EQUIPMENT
Newsprint, magic markers, masking tape

STEPS:

1. Ask participants to form into groups of three and write in newsprint the things they would like from a council. Each person should be able to contribute fully and no ideas questioned.

2. Tape the results up on the walls, consolidate suggestions and number each suggestion.

3. Ask each person to fill in the rating scale.

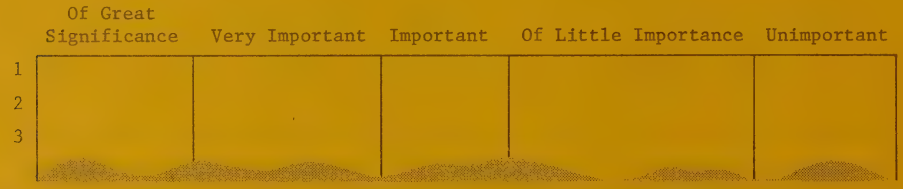
4. Tabulate the rating scale.

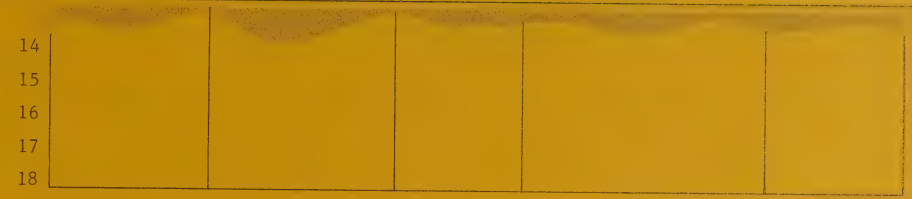
You can now establish a cut-off point for the types of interests you will try to deal with.

See your points of differing interest and decide what should be the primary goals of your group, allowing dissenters an opportunity to form their own group for their particular interests.

GFT 1 Mark your choice of how this affects you - now how you think it may be for others.

For ME this is: 1 For OTHERS this is: 0





PROGRAM IDEAS

Councils have had a broad variety of programs they have attempted. Here is a list with brief descriptions. Some of these projects will be discussed later.

1. *Seminars*
i.e. Wright Commission, Community College, Community use of Schools, Government Grants. These are essentially one shot deals to discuss an issue or perform an educational function for adult education people in the community.

2. *Information Centres*
A storefront that has information about adult education courses. It may include a vocational or aptitude testing function. This job can be done using an office in a council member's facility although this can cause conflicts.

3. *Information Expositions*
This can be a display of posters, brochures, pictures, etc. manned by a person conversant with the sponsoring agencies and can be set up in malls, public libraries, city hall or other public places. The London Council has done this successfully.

4. *Adult Education Directory of Courses*
The most famous of these is Toronto's Metrodoc which is a computer printout of courses given in Metro Toronto. Basically all participation groups supply data such as name of course, location, cost, for whom it is being run. These are then listed under topic headings.

5. *Resource Directory*
This lists each of the organizations involved in Adult Education and describes their program philosophy. It names contact people and gives some guidance as to who should be contacted for what.

6. *Advertising Supplements*
These are listings of courses prepared by each organization buying space in the supplement. Most favoured space (centre page, back page) is usually rotated so different groups have it different years. Sometimes this supplement is printed and distributed by the local newspaper and sometimes it is printed (usually on newsprint) and distributed independently. One of the key difficulties is when to advertise because different organizations start courses of varying lengths at different times.

7. *Professional Development*
Councils sometimes sponsor workshops or have speakers who address themselves to specific problems in adult education programs.

8. *Information Sharing*
As part of the program at each meeting, one person makes a brief presentation about his organization; how it operates, types of programs offered, administrative style etc. Information about perceived community needs and possible resources in the form of qualified instructors, grants etc. can be shared on a formal as well as informal basis.

9. *Community Studies*
Some community studies have been undertaken by councils using a number of different approaches. One approach was to invite people to a community meeting which was structured in such a manner as to get needs out on the floor and to follow up with proposed programs to be undertaken. On a grander scale, there have been a number of LIP grants given for more formal research into learning needs.

10. *Direct Educational Programming*
The London Council provides an example of direct programming in their work with illiterates. It came to the attention of some council members that there were a number of almost totally illiterate adults in the London area. A volunteer instructor was found who worked with these individuals (the program started with only one student but soon expanded) on a part-time basis.

11. *Human Resource Centre*
Members of the council act as resource people for groups of adults concerned about adult education. With the growth of community school committees and other community groups, professionals in the area of continuing education might find the council a good vehicle for sharing their expertise.

SUGGESTED FUNCTIONS FOR AN "ADULT EDUCATION ADVISORY COMMITTEE"

The following are suggested functions for an 'Adult Education Advisory Committee', taken from a book entitled 'The Modern Practice of Adult Education', by Malcolm S. Knowles:

1. Helping in the development of plans for surveys of the needs and interests of organizational members or the total community and perhaps sharing in the specific tasks involved in executing these plans;
2. Identifying current community and societal problems with which an adult-education program should be concerned;
3. Helping in the establishment of priorities among the various needs, interests, and problems;
4. Establishing policies governing the operation of the adult-education program within the limits of their delegated authority;
5. Formulating short-run and long-run goals or directions of movement for the program, subject to review by the policy board;
6. Interpreting the past achievements and future needs of the program to the policy board and exerting more potent influence on policy makers than is usually available to staff;
7. Contributing fresh and creative ideas to program planning;
8. Serving as talent scouts for new instructors, leaders, and resource people;
9. Providing linkages with target populations, institutions, and community agencies;
10. Lending volunteer help in registering students, conducting orientation sessions, checking physical facilities, and other administrative services during crisis periods;
11. Helping the periodic evaluation of the total program;
12. Helping the interpretation of the adult education program to the general public.

If a committee is to be effective, however, it is crucial that its purpose, functions, and authority be clearly understood by everyone concerned. A written job description (or commission) should be approved by the appointing body and given to committee members as they are appointed.

RESOURCES III

MODELS FOR COUNCILS

There are, of course, two major considerations when deciding upon the format for interacting with others concerned in Adult Education:

1. What should we do?
2. How should we do it?

We could go on indefinitely outlining ways of working together. Here are a few basic ideas for your consideration.

I *How much effort do you want to go into the "organization?" or Where do you really want to direct our energy?*

Your choices here range between creating an organization that has worked through a constitution and set up a permanent committee structure to handle the organization's business, to a group of people who meet at someone's invitation to discuss a given issue. Clearly, (if you have ever tried a constitutional debate and got to the precise wording point you will know what I mean), the former sucks up a fair amount of energy. However, the activity of building a constitution can uncover a number of otherwise dormant issues which if resolved early can lend strength of purpose to the organization.

II *Who and how many is your membership?*

If you wish to have only a small group of members with a specific interest or purpose, i.e. a presure group to get expanded educational-recreational programs, or a group of just the major operators of program, then you may be able to work in a small, semi-informal group without committees. If, however, you wish to establish yourself on as broad a base as possible, you must invariably get into some type of committee system. Although large size gives you leverage in that you can present yourself as representing a broad constituency, it also means a lot of energy goes into maintaining the system if it is to work. Also, people at the periphery of activity and power can become frustrated, disinterested and suspicious.

No matter how open you profess your organization is, you have to bank on the fact that different people will be interested in different areas because there is only just so much opportunity for involvement at any given meeting. Everyone from the Christian Church to the Communist Party has experienced what a small dedicated group accomplishes as opposed to a large less committed organization.

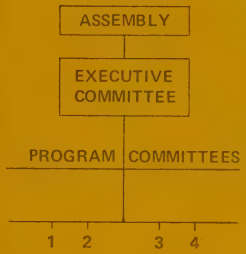
III *What are you here to do?*

If you have taken the time to investigate the aspirations of your members for the organization, then decisions around the most appropriate organizational

format will be considerably easier. Often organizations are formed in a certain manner because "Everyone knows how an organization is generally supposed to work." For a society that has spent so much time working on breeding animals with desired qualities, and machines to accomplish certain ends, it is pathetically amusing to see people using the good old organizational design regardless of the function of the organization. (This error is equally true for the "Let's keep everything loose and free" group.)

Sometimes groups just wish to meet to get to know one another and share experiences. Clearly the format for this organization should be considerably different from a group interested in forming a cartel, using mutual advertising etc.

When you find that your organization is doing a lot of non-missionary work (not directly converting people to the continuing education concept) then a large number of people, each willing to make a limited contribution (advertisement committee, information centre committee, finance or executive committee) is a real asset. Good people will do only limited work on these necessary but repetitive tasks.



MODEL I

An assembly may meet monthly, quarterly or annually to discuss work of comittees, new issues before they are channeled to committees and to serve a social function. The real load of work is handled by the program committees which may be either permanent or ad hoc in nature but nonetheless, are similar from year to year (mutual advertising, annual meeting, response to government white papers etc.) The real load of policy work is usually handled by the executive committee due to their central location in the information system (usually there is an executive person on each program committee, sometimes as chairman of the committee) but some issues are brought to the troops. (On these occasions, watch who does the talking and if they are not executive people, see if a decision comes out.) A lot of people can be members in this type of organization without having to have a great commitment to the work of the organization. They are placed on some committee and given all the other trappings of membership (name on roster, membership cards, etc.) and are identified by the organization as comprising part of the broad membership which allows this organization to claim it represents the interests of a lot of people and groups. In actuality the person gives and gets little and the council does not <u>really</u> represent him or his constitutency at all.

It is this type of organization which usually enjoys the greatest stability because it develops an inertia of its own. Meetings are called monthly regardless of business to be done. Finances have to be found to keep up mailings of notices of meetings, send out minutes, and advertise activities. The constitution and by-laws need attention and the council just won't drop the old annual parade because it has done it for so long people expect it. This kind of inertia, built on past successes, often clouds a realistic evaluation of what the council is doing "today" that is <u>really relevant</u>.

You often find this type of council widely recognized in the community so that people set up certain expectations for the council to live up to. These might include sending representatives to other organizations, stopping duplication of services in the community, providing information, etc. The council can get bound to these expectancies when the real needs of the members exist elsewhere.

MODEL II

Here most of the objectives are met and work done within the total group. Inconvenient or major work is handled outside by task groups, but this is only supplemental to the main activities carried on within the assembly or total group.

This group may have a permanent or rotating chairman. It may or may not have a constitution. But it should have a statement of purposes as a point of reference.

INFORMAL GROUP THAT MEETS REGULARY.

MODEL III

At regular intervals (monthly or quarterly) these individuals have lunch together or meet informally to talk about whatever comes up. The group does not necessarily carry out any programs or mutual endeavours as a council but rather leaves mutual projects to be arranged by participants outside the framework of the council. The primary function of the council is interpersonal relations and information sharing.

NONCOUNCIL

MODEL IV

This model is directly opposite to Model III. Rather than meeting regularly largely for the interpersonal aspects of liaison, under this model people meet only at the request of someone in the community to discuss or take action on a specific topic. So this is entirely a task or work-oriented model. An example of this model in action would be a community college asking for all those interested in adult education to come to a meeting to build a reply to the Wright Commission Report. Asking organizations to gather to discuss the feasibility of a new adult information and testing centre would be another example.

RESOURCES IV

FINANCES

Most councils now operate on a donation of service rather than donation of money basis. If a certain member is doing a certain task, he usually has his organization pick up the costs involved. Such projects as an advertising supplement are, of course, paid by each agency depending on the advertising space involved.

Finding an equitable formula for membership fees or for assessing members seems to be difficult to say the least. Some agencies claim they cannot afford to pay the same as an organization the size of the school board.

Another point is that some organizations argue that their paid or volunteer staff put in a good deal of time for council business. How do you credit the value of this time over against monetary contributions?

There is a fear that organizations with no funds would opt out and the council would then lose part of its broad support and possibly some very active members.

Two ways of funding currently used are 1) donations, and 2) government grants.

Donations have been solicited from all members as well as local businesses. Public money comes in the form of an operating grant from the school board (e.g., London) or the use of LIP grants for special projects. Where membership fees exist, they are very nominal.

Each council must consider very, very carefully how their goals might be reached before moving from a shared, voluntary organization to an organization handling any substantial sums of money.

RESOURCES V

OTTAWA REGIONAL COUNCIL FOR CONTINUING EDUCATION

CONSTITUTION

1. Name: Ottawa Regional Council for Continuing Education.

2. General Aim: To provide a regional organization to focus attention on interests and concerns related to formal and informal education for adults.

3. Objectives:
   a) to facilitate liaison and the exchange of relevant information
   b) to act as a forum for discussion of major adult education concerns
   c) to encourage professional development opportunities for adult educators, counsellors and administrators
   d) to encourage and support special interest groups among the members that serve the learning needs of our community
   e) to generally support and be an active spokesman for the fundamental aims of the Ontario Association for Continuing Education (O.A.C.E.) and the Canadian Association for Adult Education (C.A.A.E.)
   f) to recognize our unique location in Canada's capital as an opportunity to contribute to national policies and practices in adult education through our provincial and national affiliates—O.A.C.E. and C.A.A.E.

4. Membership: Individuals or Institutions who have an interest in adult education may become members upon payment of the annual membership fee.

5. Executive: The executive shall consist of: a) a chairman, b) a vice-chairman, c) a secretary-treasurer, d) chairmen of committees, and e) a specified number of members at large.

BY-LAWS

1. Elections: Elections shall take place during the annual general meeting. A nominating committee shall be appointed prior to the annual general meeting.

2. General meetings:
   a) An annual general meeting shall take place in April
   b) At least two other general meetings shall be held during the fall and winter.

3. Quorum:
   a) A quorum of the executive shall not be less than two thirds of the members
   b) A quorum for general and annual meetings shall not be less than twenty percent of the members of the council.

4. Fees:
   Individual memberships shall be $5.00.

5. Fiscal year:
   The fiscal and membership year shall terminate on March 31.

6. Amendments to the Constitution and By-laws:
   a) Amendments to the By-laws may be made at any general meeting upon the approval of two thirds of the members present.
   b) Amendments to the Constitution may be made at the annual meeting upon the approval of two thirds of the members present.

   If prior notice of the precise motion is given in the advance notice of the meeting, amendments shall carry with a simple majority of the members present.

QUALITY OF LIVING STUDY FOR PEEL COUNTY

Interim Report
March 1972

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I - INTRODUCTION

The basic objective of the "Quality of Living Study" in Peel County is to design a comprehensive approach to human resource services that will enhance the quality of life in Peel County as well as provide for a high degree of citizen participation in services, programs and decision making.

Toward this end, the approach taken to the study is an "action research" process which places heavy emphasis on involvement of citizens, professionals, recipients of service, policy makers and political leaders. The study team itself is inter-disciplinary. To date, this approach has been well received and proven operationally effective.

The work program has evolved into two phases, the first being a general assessment of the existing system for providing services and phase two the design of a future comprehensive model. This report presents the findings from Phase I and briefly outlines the steps for Phase II.

II - WORK PROGRAM - PHASE I

The work steps completed during phase one are as follows:

1. Literature Review - relevant studies in Peel County, the Province, other regions of Canada, the U.S. and Europe have been reviewed and abstracts prepared.

2. Briefs - briefs outlining views of organizations or individuals on life in Peel County either oriented to general services or to specific areas of concern were solicited. To date eleven briefs have been received and studied.

3. Concept Testing - Meeting with key community leaders to interpret the nature of the project and to test their reaction towards the general approach of the study: Representatives of all governmental jurisdictions within the county as well as voluntary agencies, hospital boards, library boards, education boards and citizen groups were present. Much initial misunderstanding and suspicion was allayed and general support for the study enhanced.

4. Review of Legislation - Legislative and regulatory provisions of grants and financial aid available from the Federal and Provincial Governments have been reviewed.

5. Personal Interviews - Approximately fifty personal interviews have been conducted with officials of government, boards, voluntary agencies, professional staff and citizens. The interviews have served to obtain information, attitudes and opinions related to the study objective.

6. Seminars - A series of nine seminars were held related to various functional areas including health, welfare, recreation, education and religion. These involved eight to twelve professionals in discussions focused on strengths and weaknesses of existing services.

7. Communications - Essential to the action research process is a continuing sharing of information and ideas in an open manner between the study team and the Community.

Toward this end there has been a press conference and two press releases; one public meeting; presentations and discussions with County Council, Peel Community Services, and one township council. Two additional speaking engagements are scheduled. Also an information booth has been set up that will be staffed by volunteers prepared to give information on the project and to elicit responses from citizens. The booth will be moved at regular intervals until all the major shopping plazas in the County have been served.

8. Specific Studies - Several specific studies have been initiated by graduate students at the University of Toronto as field work in their course requirements but which also provide supportive material for the overall project.

Topics covered include day care, the community school, recreation, family functioning, awareness of social services and youth.

III - WORK PROGRAM - PHASE II

Several work steps initiated in Phase I will be continued in Phase II. The literature review, personal interviews, seminars and communications are all continuing elements of the study process. Whereas Phase I was aimed at general orientation and assessment, Phase II in turn will be focused on the design of a comprehensive approach to human resource services.

1. Integration of Information - From the large amount of data and information collected in Phase I, common concerns and central themes have been tentatively identified. These are presented in the following section. To insure the validity of these findings and to add to their completeness, they will be tested in Phase II against representative opinions. Testing will be in the form of interviews, group discussions, seminars and open meetings.

2. Alternative Approaches - On the basis of information and knowledge derived from Phase I, two or three alternative approaches are referred to as "models".

3. Testing of Alternatives - The two or three alternative models will be submitted to citizen discussion groups, a full second round of seminars with professionals, open meetings, representative political groups, and key representatives of the Provincial Government.

4. Final Design - From the testing process of step three, a final model design will be evolved and refined.

5. Pilot Project Area - A representative area of Peel County will be selected and recommended for a pilot project over a three year period to operationally test the model.

6. Final Report - A final written report will be prepared on completion of the study.

IV - FINDINGS

1. Environmental and Organizational Stress - There are four major forces acting on the community at large. These are a rapid rate of growth, growing complexity, unprecedented situations and an accelerated rate of change. In essence, the message of Toffler's "Future Shock" is evident in Peel County.

   A large number of organizations are striving to keep pace with these forces in Peel County including each level of government, several boards, a myriad of private agencies, developers, service clubs, churches, labour industry and commerce. Many have met with frustrations in their efforts which generally are piecemeal and short term in scope. At the same time there is no possibility for any one organization to take a comprehensive "total system" view of the situation because of the fragmentation of jurisdictions. Regardless of the relationship between and amongst factors contributing to stress it is apparent that they exert tremendous combined pressure on life in the local community.

2. Results of Systems' Stresses - a) People - The general response of people to such massive environmental and organizational stress is a feeling of inability to control their own destiny as individuals or as a community. Developing in many is a lack of fundamental belief that things can be controlled. Typical reactions to such feelings are to "drop out" or to avoid involvement, or to view participation in affairs of the community as exercises in futility.

   An alternative reaction is to form defensive alliances (rate-payers associations) or pressure groups to protect one's interests.

   b) Services - The result of system stresses described above are several. There tends to be static and insufficient need identification or a slow or lack of response to new and emerging needs of the community. It is difficult to launch new programmes as often in a society under stress, required new programmes are cross-functional in nature calling for innovation, new perspectives and cooperative approaches.

It perhaps seems paradoxical but strong forces acting on local community functioning often seem to immobilize local initiative rather than generating dynamic responses. Poor linkages between service organizations, gaps in service, uneveness of quality and quantity of services, and a creeping bureaucratization of services are characteristic of such immobilization of initiative. Professional personnel in such situations spend more and more time in administrative matters at the expense of professional practice. Overlap of service functions leads to role confusion in delivery and uncertainty by the receivers of services. Under these circumstances effective communication between service delivery systems is inhibited and effective communications between service organizations and the public is generally lacking.

3. General Observations

From the information derived in Phase I there are several observations of a general nature which are important as a frame of reference for future planning. Briefly these are:

a) While there are excellent external communications systems and structures in Peel County, internal communications links are severely limited.

b) There are distinct segments within the community which appear to exist in a state of dynamic tension. These can be identified as:
Urban large and urban small
Urban existing and urban planned
Urban and rural
Rivalries between large urban

c) Existing regional plans call for controlled growth with restrictions to growth in certain areas.

d) Within the county there appears to be considerable ambivalence in respect to the overall values of growth and expansion.

e) There is a pervasive uncertainty evident about the possible form and impact of regional government.

f) Expansion already underway will likely require the recruitment of a number of skilled professional and administrative personnel.

V - GUIDING PRINCIPLES

The following principles have been derived from both study and the experience of Leisure Consultants of previous projects. These principles will be observed during Phase II in evolving a design for human resource development in Peel County. They may be viewed as the principles of "Anticipatory Democracy".

1. Receivers of services should have the opportunity to be providers of services.

2. Deliverers of services should have a voice in the planning of services.

3. Citizens should have a voice in decisions that directly affect them.

4. Service delivery has a tri-directional function:
   - Bringing people to services
   - Bringing services to people
   - Bringing people to people (self help)

5. The potential for integrating the efforts of service personnel should be fully developed.

6. The utilization of existing resources should be maximized towards the enhancement of personal growth and individual functioning.

7. Legislation relating to quality of life should be compatible between levels of government and enabling rather than restrictive or directive.

VI - SPECIFIC ACTION GOALS

The emphasis of this study is an ACTION research process. That is, the study will not be considered a success by the project team unless some beneficial action is taken by responsible organizations in Peel County. In order that this

success criteria be met, there are five action goals that must be accomplished prior to completion of the study. Phase II will be focused towards these goals.

1. Commitment by all levels of relevant organizations to a course of action.

2. Design of a "model" for human resource services.

3. A tentative broad design for county organization based on the model.

4. Acceptance of a recommended area in Peel County to test the "model".

5. Formation of a "Human Development" Committee consisting of officials from relevant organizations who will guide, monitor and evaluate the pilot project over a three year period to determine its validity as a model for other areas in Peel County in the future.

NIAGARA REGIONAL COUNCIL FOR CONTINUING EDUCATION

A SURVEY OF THE OBJECTIVES OF CONTINUING EDUCATION ORGANIZATIONS IN THE NIAGARA REGION

1. Name of Organization_____

2. Address_____

3. Telephone_____

4. Name of Director or Senior Official_____

5. State the principal objectives of your organization, stressing in particular those objectives which serve to distinguish it from other organizations within the Continuing Education framework.

_____

_____

_____

6. To what extent are these objectives being realized by your organization at the present time?

7. What do you see for the future with regard to your organization and its particular objectives?

8. Do you see value in an association of the various regional agencies involved in Continuing Education?

9. What structure or form should such an association take?

10. What specific functions should such an association aim to fulfill?

Name of person completing this questionnaire:_____

Title:_____

LONDON COUNCIL
FOR CONTINUING
EDUCATION

INFORMATION
LONDON
432 2211

FOR REFERRAL AND ASSISTANCE
MONDAY TO FRIDAY 9 a.m. to 5 p.m.
97 DUNDAS STREET EAST

LONDON COUNCIL FOR ADULT EDUCATION

206 ST. JAMES STREET. LONDON 11. ONTARIO

"INFORMATION LONDON"

FACT SHEET

NEED	the need for a community information centre in London was well-documented in a study done in London in 1969 entitled, "The Difficulties People Experience in Getting to Needed Services." All major agencies have met with us and understand the aims, they approve of setting up such an information centre, and will cooperate fully. There is no duplication with existing services.
AIMS	to help people use more effectively available community resources, facilities and services, both public and voluntary.
WHO	the London Council for Adult Education established a Task Committee to set up "Information London" - a community information and referral centre. Briefs were submitted to three levels of government and all three have made funds available to start such a service. Continuation of this depends on a 6 months evaluation.
WHERE	a store front operation at 97 Dundas St. E. telephone 432 2211
OPENING DATE	mid-November - watch for the announcement through radio, television and newspaper.
STAFF	one full-time co-ordinator, one part-time secretary.
FINANCES	Municipal (supportive grant) $5,000.00 which will include office space, equipment, phone, etc. Provincial (initial supportive grant) $5,000.00 Federal (developmental grant) $5,000.00 Community at large is required to raise a similar amount. Donations are income tax deductible.

TO: THE WRIGHT COMMISSION ON POST SECONDARY EDUCATION

WHEREAS the London Council for Adult Education is now in its twenty-sixth year

WHEREAS the London Council for Adult Education is composed of members representing at least twenty-five organizations and agencies in the City of London

WHEREAS the London Council for Adult Education also offers membership to individuals who are interested in specific areas of adult learning

WHEREAS the London Council for Adult Education, since its inception, has

- fostered Adult Education activities among the citizens of London
- entered into involved discussion related to emerging needs
- acted as a clearing house for information regarding all Adult Educational efforts in London (see Appendix attached)

WHEREAS the London Council for Adult Education now operates through Task Committees which draw members from the citizenry who have a particular interest in projects related to Adult Education

THEREFORE the London Council for Adult Education recommends:

1. that the Wright Commission investigate ways of expanding the support and

encouragement of learning opportunities to include a wider range of personal interests with particular attention to

(a) - the needs of school drop-outs
- the functionally illiterate
- the culturally deprived
- the senior citizens of the community, and
- all persons who take advantage of part-time learning either individually or in small groups

(b) the improvement of the ability of resource persons who are engaged in the learning process with adults

(c) financial support and assistance for persons who wish to improve their quality of life — not only their way of earning a living.

This recommendation implies exploration of incentives, ways of reaching the hard to reach, developing cooperative models which involve various local and area educational institutions, voluntary organizations and industry.

2. that the Commission examine all the present financing for formal and informal education with a view to

(a) extending learning opportunities through life either on a part-time or a full-time basis

(b) finding ways of encouraging and assisting wider community involvement in continuing learning

(c) eliminating the overlapping and/or duplication of courses as well as the acquisition of technical equipment in existing tax-supported institutions.

3. that the Commission encourage communities to marshall their local and area resources (personal, technical, material and financial) toward the above recommendations.

In summary, the London Council for Adult Education recommends to the Wright Commission on Post Secondary Education the institution and supervision of those procedures required for the effective operation of a program including recruiting and training leaders and teachers, managing facilities and administrative processes, recruiting students, financing, and interpreting.

Appendix A

The London Council for Adult Education has to its credit:

Initiated programs for new Canadians

- the first handicraft classes (forerunners of the programs conducted by the Public Utilities Commission)
- Town Meetings to discuss civic affairs

- the first "Upcoming" column for newspaper publication
- educational films at Western Fair
- "Adventures in Understanding"; films and lectures to foster good relations with other countries (program now conducted by Service Club)

Sponsored the organization of the Writers' Club

- Great Books Program
- panel of speakers on Adult Education
- London Branch of the Humanities Association of Canada

Organized seminars on Television (1955, 1956, 1957)

- Community Colleges (1968)
- Community School Concept (1968)

Contracted a research on Adult Education needs in London (Bancroft Report 1966)

Introduced Adult Education Week, the third week in September, and supported it by disseminating information at Western Fair (1968 - 69) and from stands in shopping malls (1968 - 70), and by preparing an Adult Education Supplement published in mid-September in the local newspaper.

Developed "Information London" a community information referral centre at 97 Dundas Street. The idea originated in a Task Committee in April 1970, and the service opened in November 1970. Continuation of this service depends upon its evaluation in six months.

COMMUNITY COUNCILS

The following is a policy statement and organizational guideline for community councils. Whether you are a community school council now or have some other basic purpose, the list of steps and questions are interesting.

The following policy statement on the community use of schools was requested by the Adult Division of the Ottawa Board of Education and was passed by the Board December 1, 1970:

"WHEREAS

The Ottawa Board of Education is aware of the singular appropriateness of school plant and facilities for some community activities:

_is aware of the desirability of developing co-operation with community organizations and groups:

_and

_accepts a commitment to the community regarding use of school plant and facilities:

THEREFORE:

The Ottawa Board of Education will continue to encourage the setting up of Community Councils and seek effective liaison with Parks and Recreation Department and other organizations to establish procedures which provide programmes for citizens of the Ottawa Community."

To carry out this policy statement, the Adult Division advertises the programs of the various councils in the Ottawa newspapers twice each year and makes the following invitation to the general public:

"New programs can be introduced at any time. New Community Councils may be formed in areas where concerned residents are willing to accept a measure of responsibility for organizing and conducting activities.

For further information contact:
Liaison Officer for Community Councils,
B.G. Riley - 722-5772."

STEPS IN ORGANIZING A COUNCIL

When contacted by a group of 5 or more "concerned residents", the Liaison Officer for Community Councils will proceed as follows:

1. An attempt will be made to discover the interests of the community by contacting various agencies in the community. This may be done through a general meeting. The school principal and the liaison officer should attend this meeting. The following questions should be considered:

   (a) Are you willing to participate in the promotion of a Community Council for your area?
   (b) Are you willing to take an active part in the Council once it is formed? (hold office as President, Treasurer, etc.)
   (c) Are there enough volunteers to support a Council?
   (d) Are you serving a community need or just duplicating what already exists at other centres?
   (e) Are there other agencies in the community you could work in co-operation with?
   (f) Are you willing to meet on regular basis?

2. If there are indications that a community council will develop, the following additional steps should be taken:

   (a) The position of Community Council Coordinator should be advertised by the Adult Division among the day school staff of the school. Prospective candidates will be interviewed and a co-ordinator chosen.
   (b) The Liaison Officer will work with the newly-appointed community council Co-ordinator in attempting to fill the needs of the community.
   (c) Arrangements will be made through the Adult Division to pay the Co-ordinator for his work with the community council and with the Adult Division's evening classes if these are in operation at the school. The Community Council Co-ordinator will be expected to arrange for attendance to be kept of activities of adult groups.

Appendix

The following is an interesting summary by Mr. James Murray of Carleton University that he prepared for the Ottawa Council. It gives a professional's perspective on what a council should be.

THOUGHTS ON AN ADULT EDUCATION COUNCIL

The Rationale:

Some basic reasons that indicate the possibilities for a Council include:

- psychological support or good old morale boosting. It's always useful to have a reference group beyond that of one's institution and specific job assignment.

- information sharing and idea-building. A Council can provide an opportunity for personal contacts to be made and further the development of adult programs through idea exchange.

- Co-ordination. The co-operative basis of a Council could assist in the more effective utilization of resources for establishing priorities in Ottawa and in the operation of programs.

- Project Initiation. Probably the key to the Council's success will be the degree to which members seek involvement in specific collaborative projects. Such projects might take the following forms:

Administration

- preparation of a directory of courses.
- hosting the annual meeting of the Ontario Association for Continuing Education.

Program Experimentation (initiation of programs for the general public).

- an experimental program in developing "skills-for-living" - activities in urban renewal areas.
- assisting an external agency like the Planned Parenthood Association in developing family life education courses.
- organization of administrators' workshops in adult education.

research-action groups that produce policy statements for Council consideration on aspects of Canadian life affecting adult education. The meaning of citizen participation in government is one example. Another might be a critique of the current Manpower program and policies.

To Further the Goals of Adult Education. An active Ottawa Council would strengthen the provincial and national structure of adult education. As well, the national and bilingual character of the capital city provides a unique opportunity to have an influence on federal policies and programs in adult education.

The Structure:

The structure should ideally assist the realization of dimensions of one's immediate job responsibility and as well further broader goals in adult education. Given the suggested functions outlined above the following structure is suggested:

1. Co-ordinating Committee: small group to keep track of members' interests and activities. The job is one of communication and organization for the Council as a whole. The actual operation of project groups etc., should be the responsibility of those participating in them.

2. General Meeting of Council: no more than twice or three times a year for administration and program review.

3. Newsletter: primary means of internal communication among all members.

4. Special Meetings: serious problems or exceptional opportunities for learning and action may require additional get-togethers of the whole Council.

5. Sub-Groups: much of the Council's success will lie in member participation in project groups related to their needs and interests. If effective, these will be meeting regularly between the general sessions.

Membership:

The Council should be open to all those concerned about continous learning. Participation among the professionals would undoubtedly be enhanced if the time they spend on Council concerns was viewed by their institutions as an integral part of their job responsibility.

LIST OF CONTACTS

1. BELLEVILLE
   Mr. Isidore Cooperman
   United Community Service
   Belleville, Ontario

2. KINGSTON
   Mr. D. Baker
   Director of Continuing Education
   St. Lawrence College
   Kingston, Ontario

3. LONDON
   Mrs. Mary Gee
   Executive Secretary
   London Council for Adult Education
   206 St. James Street
   London 11, Ontario

4. WINDSOR
   Miss Dorothy Madge
   Riverside Library
   6275 Wyandotte Street East
   Windsor 16, Ontario

5. NIAGARA
   Mr. Ronald Pierce
   Niagara South, Board of Education
   Welland, Ontario

6. BROCKVILLE
   Mr. R. Smith
   Director of Extension
   St. Lawrence College
   Brockville, Ontario

7. OTTAWA
   Mr. James Murray
   Director of Extension
   Carleton University
   Ottawa, Ontario

8. TIMMINS
   Mr. James Pirie
   Northern College
   Timmins, Ontario

9. SARNIA
   Mr. G. Colford
   Lambton College
   Sarnia, Ontario

10. HASTINGS CO.
    Mr. David Smith
    Hastings County School Board Offices
    Trenton, Ontario

11. BURLINGTON OAKVILLE
    Mr. B. A. Bonnell
    Department of Extension
    Sheridan College
    Oakville, Ontario

12. METROPOLITAN TORONTO
    Mr. K. MacKeracher
    Dean of Continuing Education
    Humber College
    Humber College Boulevard
    P. O. Box 1900
    Rexdale, Ontario

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